

# Module 1: Teaching and Learning Ideas

Teaching and Learning

Site: [TEFL Fullcircle](#)

Course: Advanced 160 Hour TEFL Course

Book: Module 1: Teaching and Learning Ideas

Printed by: aimée lally

Date: Monday, 11 June 2018, 5:21 AM

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## Introduction

You may be sitting in the staffroom one day when a Chinese teacher colleague asks you about this: *What's easy/difficult for a non-native student studying English?* How will you feel if you cannot answer this?

Your colleagues-to-be in many countries will view you as an expert and will believe you know absolutely everything about the English language. Again, this question may come up in an adult learner class.

This happened to me when I first started and it could easily happen to you. That's why we've included this section. So, absorb this and it will serve two purposes: it will give you information and it will get you out of a tricky situation.

But there is also another critical reason. You need to be fully aware that there will be key differences in language structures, grammar, vocabulary usage etc. in the native/first language of the students you will be teaching.



You'll have grasped differences already if you have studied a foreign language at school or university, or if you are a seasoned traveller who likes to pick up a bit of the native language of the country you are visiting.

For example, notice this difference:

English: *I have seen the house.*

German: *Ich habe das haus gesehen.* (Literally, I have the house seen.)

We'll come back to this a little bit later.

# Unit 1: English Language Characteristics

Here are some specific characteristics of the English Language:

## Fairly Easy to Learn:

English is one of the simplest and easiest natural languages in the world. The only other simple and easy languages are constructed ones, e.g. Esperanto. Of course, the concept of 'easiness' is relative and it depends on which language a learner knows already.

However, the concept of 'simple' is undeniable. English is a fairly easy language to learn, understand and speak when compared to a complex language such as Hungarian.

## Latin Alphabet:

The English language uses the Latin alphabet, the most universal, simple and short one (only the Greek alphabet is shorter and simpler). In addition, in English, the Latin alphabet presents its most 'clean' form as a true alphabet with only 26 basic letters.

## Its Simple Inflection:

Inflection is the name for the extra letter or letters added to nouns, pronouns, verbs and adjectives in their different grammatical forms.

English is considered a weakly inflected language when compared to, say, French or Russian. Its nouns have only traces of inflection (plurals, the pronouns), and its regular verbs have only four forms, e.g. *look, looks, looked, looking*.

Even for irregular verbs, there is almost no variation in person (except 3rd singular in present tense, e.g. *I eat, you eat, she eats*).

The English language can indicate the relationship of words in a sentence with only the minimum of change in their structure. There are other languages which do this but this is a strong characteristic of English.

## Its Receptiveness:

A major characteristic of English language is its receptiveness. This is regarded as an extraordinary feature of the language. It has accepted and adopted words from Asian, European, African, Indian, Japanese, Chinese and other languages. English has kept an open-door policy of accepting words from classical languages like Latin, Greek and Sanskrit.

## Its Heterogeneousness:

A big word. Heterogeneousness means a mixed form or the lack of purity. English language contains words from so many other languages that it has become the most mixed language. Original words from other languages have crept into English.

Some words have retained their original meanings and some words have changed their meanings. The spellings and pronunciations have also changed. For example, the word 'tur' from French has become 'tower' in modern English.

## Its (Generally) Fixed Word Order:

Another characteristic of English language is its (generally) fixed word order. Most English sentences (clauses) conform to the SVO word order. This means that the Subject comes before the Verb, which comes before the Object.

Examples:

*I (S) bought (V) a new computer (O).*

*She (S) doesn't like (V) dogs (O).*

*Why did you (S) do (V) that (O)?*

There are other word orders in English but this is by far the most used, making it easy for learners to grasp.

### No Markings on Letters:

There are no diacritics (a mark that is placed over, under, or through a letter in some languages to show that the letter should be pronounced in a particular way) such as the umlaut in German or the circumflex in French.

The exception is words imported from other languages, e.g. rôle and naïve from French but native English writers seldom use these diacritics nowadays.



### Pronunciation:

The pronunciation of English words such as *this*, *thin*, *clothes*, *thirteenth*, *months* inevitably causes problems for learners who do not need to use the tip of the tongue to produce words in their own language.

Further difficulty for learners attempting to produce spoken English that sounds natural is the unpredictability of English word stress, e.g. *yesterday* - *tomorrow*. We will come to word stress later.

### Continuous Tense:

Many languages do not have a continuous tense form, so English learners may make mistakes such as: *I had a bath when the phone rang*; instead of *I was having a bath when the phone rang*.

### Articles (a, an, the):

The article system is another feature of English grammar that causes some students enormous difficulties; particularly, of course, those whose native languages do not use articles.

### **Phrasal Verbs:**

A phrasal verb is an idiomatic phrase consisting of a verb and another element, typically either an adverb, as in *break down*, or a preposition, for example *see to*, or a combination of both, such as *look down on*.

These phrasal verbs are a significant feature of English vocabulary and can cause severe difficulties for learners. Sentences such as *I put it down to the weather*, or *I made it up with my sister*, are usually gobbledegook to beginner non-native speakers.

Unfortunately for the English language student, phrasal verbs are extremely common in everyday colloquial language.

We'll explore these further in Module 5.

### **Non-Tonal:**

English is a non-tonal language. Thus, it sounds very different from tone languages such Chinese or Vietnamese.

In tone languages, pitch (the degree of highness or lowness of a tone) is used to distinguish word meaning. So a word said with high pitch may have a different meaning than the same word said with a low pitch.

In English, changes in pitch are used to emphasise or express emotion, not to give a different word meaning to the sound. It is not surprising that native speakers of tone languages often have strong accents when speaking English.

### **Sound and Spelling:**

A final feature of English that is enormously problematic for non-native learners and some native-speakers is the unpredictable correspondence between word sound and word spelling.

Compared to a language such as Turkish, it is often impossible for learners of English to predict the spelling of a word they first encounter in speech, or the pronunciation of a word they first encounter in writing.

In fact, the majority of English words do conform to spelling patterns. The difficulty for the learner, however, is that the words which don't conform are the most common words in the language, and thus the ones that learners encounter first.

## Unit 2: Items Learners of English find difficult

We mentioned above that you need to be fully aware that there will be key differences in language structures, grammar, vocabulary etc. in the native/first language of the students you will be teaching.

Let's have a quick look at this in practice. Imagine you are teaching a group made up of German and Chinese students. Note that these are generalisations based on our experience; individual students may differ.

Here are some general observations. (Don't worry about any grammatical terms we will use - it's just important to grasp the point we're making that there are key differences.)

### German EFL students

Beginners commonly write *i* or *a* when the teacher says *e* or *r*.

The *th* sound as in words like *the*, and *thing* does not exist in German, and many speakers have problems producing such words correctly.

German words beginning with a *w* are pronounced with a *v*. This explains the mispronunciation of English words *we* or *wine* as *ve* and *vine*.

German does not have a continuous tense form as we have in English, e.g. *Many young couples are building a relationship which will last for ever; the shop that they were building has collapsed.* Therefore, it is common to hear sentences such as *I can't come now; I eat my dinner.*

In German, the main verb must be the second element in the independent clause (a simple sentence). This often requires an inversion of subject and verb. We say: *Sometimes I come to school by bus.* A German learner says: *Manchmal komme ich mit dem Bus in die Schule.* (Literally in English: *Sometimes come I by bus to school.*)

Also, the past participle must always be the last element in the independent clause. We say: *I have not seen him.* A German learner says: *Ich habe ihn nicht gesehen.* (Literally in English: *I have him not seen.*)

### Chinese EFL students

Chinese does not have an alphabet but uses a logographic system (a letter, symbol, or sign used to represent an entire word) for its written language.

In logographic systems, symbols represent the words themselves - words are not made up of various letters as in alphabetic systems. Because of this fundamental difference, Chinese learners may have great difficulty reading English texts and spelling words correctly.

Chinese learners find it difficult to hear the difference between *l* and *r*, and so may mispronounce *rake* and *rice* as *lake* and *lice*.

In English, much information is carried by the use of auxiliaries and by verb inflections: *is/are/were*, *eat/eats/ate/eaten*, etc. Chinese, on the other hand, is an uninflected language and conveys meaning through word order, adverbials or shared understanding of the context.

The concept of time in Chinese is not handled through the use of different tenses and verb forms, as it is in English.

For all these reasons it is not surprising that Chinese learners have trouble with the complexities of the English verb system.

## Unit 3: L1 and L2 Learning

Let's now explore a piece of common terminology in the EFL arena, so that you're aware of this when you're doing your research or you're sitting in a distant staffroom and the terminology is used. This terminology is: 'L1 and L2 Learning'

'L1' is the label given to a person's first language (the student's native language, e.g. Chinese, Thai, French).

When this person learns a second or foreign language, this language is labelled the person's 'L2' language.

So, all the students you will be teaching will have a non-English language, e.g. Thai, as their native/first language (L1) and you will be teaching them English which will be a second or foreign language for them, known as L2.

Another teacher may ask you: Do you allow L1 in your classroom? By this she is asking if you allow your students to drop back into their native/first language (L1) in your classroom or do you always ensure they can only speak English (L2).

It's important to know what these terms mean. But it's also critical you're aware of the key differences between learning a first language-L1, and a foreign/second language-L2.

### Key Differences between Learning a First Language-L1, and a Foreign/Second Language-L2

There's no doubt that L1 learners learn differently from L2 learners. It's important for you to reflect on the key differences.

You can easily work out for yourself the key points relating to L1 learning as you have been an L1 learner. But here are general observations to get you reflecting.

#### L1 Learner

- Generally immersed in language at all times from birth
- Wants, needs and is motivated to communicate by signs or baby words, with meaning, e.g. *'I want some food!'*
- Adults often praise and encourage the child's use of language, spurring him on to greater linguistic achievements
- Gets a lot of attention to aid the learning
- Learns by playing and experimenting with new language, and lots of time to do so
- Not often corrected

Let's now consider the L2 learner's learning situation

#### L2 Learner

- Not intensively exposed to the L2
- Most often exposed by being taught the English language - often limited exposure outside the classroom
- May not be highly motivated - but could be, though



- Often only learns through interaction with teachers and classmates - may not be motivated to try out functions outside of the classroom
- Often learns by using language in controlled classroom practice activities with teacher and other students
- Teachers vary in the amount they praise or encourage L2 learners - some teachers just don't know how to do it effectively. But you will after studying our course!
- The learner typically receives limited attention from the teacher (in big classes)
- Teachers regularly correct learners for accuracy and meaning - this can be demotivating for some

So, there are some big differences in L1 and L2 learning. Remember this and another piece will be in place in your 'Outstanding Teacher Cocktail'.

Let's explore some general characteristics of the different L2 learner groups. Knowledge of these characteristics and reflection on them, will prepare you well for your teaching role.

### **Different L2 Learner Groups' General Characteristics**

Be aware that different learner groups - children, teenagers, adults - may learn differently and behave differently. This is what we have found from our experience, in general:

#### **Children**

- Can't sit still for long
- Can concentrate only for short periods only
- Like to laugh and have fun in the classroom
- Learn through experience, not lots of jabbering from the teacher. They want to see how mixing two colours can miraculously make a third colour.
- Are not very able to control and plan behaviour
- Are not afraid of making mistakes or taking risks
- Are not aware of themselves and/or their actions
- Pay attention to meaning in language
- Have limited life experiences

#### **Teenagers/young adults**

- Starting to keep still for longer periods, but still need to move
- Concentration developing
- Beginning to learn in abstract ways, i.e. through thinking as well as experiencing
- Beginning to plan and control behaviour
- May worry about what others think of them
- Sometimes uncomfortably aware of themselves and/or their actions
- Pay attention to meaning and increasingly to form

- Developing life experiences
- Like to laugh and have fun in the classroom

**Adults**

- Able to keep still for longer periods
- Can concentrate for longer periods
- Learn more in abstract ways
- Usually able to control and plan behaviour
- Not so willing to make mistakes or take risks (as an EFL teacher you need to encourage this or there will be deadlock)
- Aware of themselves and/or their actions
- Pay attention to form and meaning in language
- Have life experiences
- Most like to laugh and have fun in the classroom but some may not

## Unit 4: Teaching Methodologies

**There have been many different methods of teaching introduced over the years. Here are some of the main methods which are used for Teaching English as Foreign Language.**

**The Grammar-Translation method:** Students have to memorise grammar rules and vocabulary and practise by translating sentences from their mother tongue into the foreign language. There is little time spent developing oral skills.

**The Direct Method or Oral method or Natural method:** This method advocates teaching in only the target language. This method also focuses on teaching oral skills, practice in having conversations, and improving pronunciation. Writing and reading is developed later. Grammar is learnt using the inductive approach.

**The Audio-Lingual method:** This is a drilling method where a student listens and then repeats. Students practise different dialogues for different situations.

**The Structural-Situational method:** A model pattern is introduced and often practised with drilling. However, context is added to the scenarios. Grammatical rules are learnt one at a time.

**Task Based Learning:** With this form of learning, the students are given a task and try to work out the structure themselves. Often there is no formal instruction and students must find the solution themselves.

### **The Silent Way:**

In this method, the teacher will say as little as possible and encourages students to create their own language, prompted by physical objects.

### **Immersion:**

In this method, students are immersed in English throughout the day in school. They are taught all subjects in English. This method is often used in Asian schools.

**The Lexical Approach:** In this approach, the students are taught the most commonly used lexical chunks of words and structures. The idea is that common phrases are taught.

**Eclectic Approach:** This approach uses all of the above teaching methods and bits from the Communicative Approach below and uses styles which suit learners at different levels.

**Communicative Approach:** We have left this till last. **This is the approach we will be using in our course.**

**Please go to the next chapter.**

## **Unit 5: What is the Communicative Approach?**

The communicative approach is also known as Communicative Language Teaching (CLT). We'll call it CLT in this section.

CLT is an umbrella term for learner-centred, authentic language acquisition principles that inform the most widely practised language teaching approach used in second language learning classrooms today.

A useful definition of the CLT approach would be: A set of principles about teaching including where the focus is on meaningful communication not structure and grammar.

The cumulative effect of the gradual developments in language teaching cited above has been to make language educators realise that language use and learning are much more complex than was previously thought.

It is, therefore, important that teachers use a variety of approaches to language learning which are based on fairly sound theory, and which are flexible rather than dogmatic. CLT meets these requirements.

The main principles of CLT can be summarised as follows:

### **Communication:**

The main aim of classroom work is to help students reach an effective standard of communication outside the classroom.

Accuracy in grammar, pronunciation, etc. is important but it is less important than the ability to communicate in real life. There is a heavy emphasis in most courses on listening and speaking. However, lessons can include reading and writing from the very first day of classes.

The dominant goal of CLT is to enable students to communicate knowledge and opinions surrounding a topic in the target language. Attempts to communicate are encouraged from the very first lesson. Practice activities are put in meaningful communicative contexts wherever possible. So, there is frequent use of role-plays, discussions, etc. at all levels.

### **Meaning and Use:**

Language learning is mainly about learning to communicate effectively. So the main emphasis is always on the meaning and usage of language items.

### **Context:**

New language items are presented and practised in realistic, meaningful contexts which show their meaning and use. It is the context which gives language meaning.

### **Fluency:**

It is assumed that the ability to communicate effectively in a language will result from a combination of formal learning of rules and holistic acquisition.

### **Creativity:**

Language learning and acquisition are creative processes and they involve trial and error on the part of the student. The learner should be encouraged to try out language items in a supportive classroom environment and, with the help of the teacher, learn from her mistakes.

### **Functions:**

In order to do this, the underlying premise is that students need to be able to go beyond the learning of the grammatical structure of a language and into the functions (e.g. ordering a cup of coffee, opening a bank account, applying for a job) or areas and ways such utterances are applied in communication in the real world.

### **Form:**

Linguistic competence is only part of the whole picture of language acquisition.

Students must be able to choose the most appropriate form for a situation, such as when to use *could you?* or *would you?* as an issue of register or politeness.

'Register' is a variety of a language or a level of usage, as determined by the degree of formality and choice of vocabulary, pronunciation, and syntax (grammar), according to the communicative purpose, social context, and standing of the user.

Learners must also recognise that a variety of forms can be used to achieve the same end or function such as *It may rain* and *Perhaps it will rain*, each of which achieves the same communicative end which is the possibility of rain.

### Teacher Roles:

The teacher's emphasis is always on communication in the target language.

The teacher's role is that of facilitator, helper, advisor and language resource.

Ultimately, we cannot 'teach' but can only help students to learn or acquire.

The classroom is student-centred, with many activities taking place in pairs or groups monitored in an unobtrusive way by the teacher.



### Individual Learning Styles:

There are no unbreakable rules of learning. Different students have different learning needs, preferences and styles. The teacher will therefore use whichever techniques she feels will help her students most; i.e. the teacher discusses grammar rules if this helps the students.

### Real English:

In some parts of lessons, students will be exposed to fine-tuned input (language at or within the students' knowledge).

In other parts, they will be exposed to rough-tuned input (language which is a little above the students' level). Even in Beginner classes, students will be exposed to examples of authentic English: newspaper articles, etc.

### Occasional Structured Drills:

Oral drilling and classroom-type exercises occupy a small proportion of lesson time. They are seen as ways of helping students with pronunciation, grammar patterns etc.

Therefore, to obtain communicative competence in this view, lessons will have an integration of the following:

**1. Situation/context:** The situations one encounters in life, e.g. meeting a new friend; going to the doctor. A meaningful context is set.

**2. Functions:** Functions are speech acts that students are likely to face, e.g. seeking advice, requesting information, expressing gratitude, complimenting someone, expressing requests, seeking permission, complaining etc.

**3. Form:** Socio-linguistic-language used in a social setting, social niceties, social situations, formal v informal expressions, etc. The teacher integrates socio-linguistic competence (such as acceptable and unacceptable ways to complain) as well as strategies and ways to overcome communication breakdown when it happens.

**4. Meaning and use:** These would be linked to the form

**5. Grammar:** Always taught in context. It is linked to materials related to conversation, reading, listening and writing. It is seldom taught in isolation.

**6. Notions:** Days of the week, dates, months, should be introduced in context.

- For example, in lesson planning, the teacher determines how to adapt these competences to student needs. To do this, a teacher could:
- Choose a situation such as the bank
- Present the language functions such as formal greetings, requesting information, advice giving, gratitude
- Present the form related to the situation and its meaning and usage
- Choose the necessary grammar and vocabulary to complete the exercise
- Construct and choose communicative activities for the students to practise and produce.

So, this integrated communicative approach - CLT - is the one we advise you to focus on. It's an exciting approach where skills are integrated.

Each of your lessons may and should include a bit of speaking, listening, writing and reading. The goal at all times is communicative competence.

There should be no standalone grammar lessons unless it's absolutely necessary, but you will still need a sound grasp of basic grammar so that you can handle presentations, queries and questions seamlessly.

We'll be tackling grammar in later Modules. It's not as bad or boring as it sounds!

Let's consider the difference between inductive and deductive teaching. The main difference between the two is the direction of information that flows between the teacher and student.

**Inductive:** With this approach, an activity is introduced first and students are expected to work out the rules themselves, before the teacher explains it. This approach is often used in smaller classes. The inductive approach allows for creativity in the lesson.

**Deductive:** With the deductive approach the teacher (or the concept) introduces rules and then they are applied to an activity. This approach is often used in larger classes. This approach is also quite traditional in its nature.

## Take the Quiz: Methods of Language Teaching



## Unit 6: The Fundamentals of Teaching

To begin the course, let's explore some of the basic principles of teaching ESL and look at how these techniques have developed.

At this stage, we recommend that you study the suggested reading list.

Whichever methodology or technique you adopt in your classroom, most established theories of language teaching state that, when a teacher introduces a new concept to a student in English, she must introduce an item or a small part of the language, so that a student can learn step by step.

An item can be divided into three elements: Structural items, Lexical items and Phonological items. All three items need to be taught in small parts. This is a widely accepted technique that still holds true for ESL teaching today. All methods and techniques in the classroom have this fundamental principle.

### Structural items:

These are grammatical points, which are often introduced using examples.

Structural items must be broken down into smaller parts when teaching. Let's use an example of teaching the Present Tense. It would be very difficult for teachers to introduce the Present Tense in one lesson. Teachers would normally break it down into small parts.

They would teach 'I eat', 'he/she eats', and 'they eat' first and then in the next lesson introduce the question form. We will see this type of teaching in small parts in later Modules, when we consider how to teach specific structures and skills.

### Lexical items:

Lexical items are new pieces of vocabulary or new phrases, which are being introduced. Again new lexical items need to be introduced in small parts.

This word 'lexical' is likely to be new to many students so, just in case, let's explore this.

'Lexical' comes from the noun 'lexis'.

When many native English speakers were being taught English in the UK, one common approach used by the teacher was to teach grammar (often as a separate session) and from time to time she would introduce new vocabulary (often arising from reading exercises).

And sometimes vocabulary was taught by the teacher making up a list of words that the learners needed to learn. The point is these two activities - grammar and vocabulary - were often handled separately.

The word 'lexis' really has much the same meaning as 'vocabulary' but you will see in the next paragraph that the word lexis now has an expanded meaning for some areas of language teaching.

In Communicative Language Teaching (CLT), the approach we encourage you to use, there has been a shift over recent years to using the word 'lexis' to signify both the teaching of vocabulary and certain areas of grammar together.

Vocabulary is typically seen as individual words (often presented in lists, as mentioned above) whereas lexis is a somewhat wider concept and consists of words, phrases, collocations, chunks and formulaic expressions.

It also includes certain patterns that were traditionally associated with the grammar of a language, e.g. *If I were you...*, *I haven't seen you for ages* etc. These words, chunks and patterns are now often called 'lexical items'.



Recognising certain grammar structures as lexical items means that they can be introduced much earlier, without structural analysis or elaboration in a separate grammar session.

Since the concept of notions and functions made their way into language teaching, particularly as CLT has gained prominence, some structures associated with grammar started to be taught lexically (or functionally).

For example, *I'd like to* is not just taught as 'the conditional tense' but as a chunk expressing 'desire'.

Similarly many other 'traditional' grammar items can be introduced lexically relatively early on.

So the proponents of lexis see vocabulary and certain areas of grammar linked together so there is neither a separate grammar session (except for difficult concepts) nor a separate vocabulary session. These are married together under the umbrella of lexis.

To be on the safe side, we are introducing you to this lexical approach. But we will also consider grammar and vocabulary separately (for training purposes only) as in the 'traditional way'.

You may teach in a school that is well up-to-date and talks about lexis and lexical items OR you may be in a school that separates the two and talks of grammar and vocabulary. Neither is better. The key is just to be aware of this.



### Example: A lexical approach

To speak and write a language competently, a speaker/writer needs to know, understand and apply a wide range of vocabulary items and grammatical structures.

There's little point in taking in a new vocabulary word into our memory bank (mental lexicon) if we don't know how to use it.

For example, let's consider the word 'shower'. A non-native English speaker comes across this word for the first time, notes it down in his journal and later defines it further in his journal as: *a device that releases drops of water through a lot of very small holes that you stand under to wash your whole body*.

He should be commended for this learning strategy.

But is the single word 'shower' or the longer definition really of practical use to him? He may well say to his friend: *I need to take/have a fast shower*, instead of *I need to take/have a quick shower*.

Had he learned/absorbed at the time that a native speaker says *I need to take a quick shower* then he would have got it right.

It's true, of course, that a native speaker would still understand him and communication would be made but we started this section by focusing on speaking a language competently.

This learner would have benefitted from writing the definition in his journal and adding: *take a quick shower=to do it in a very short time*.

If he had absorbed *to take/have a quick shower* into his mental lexicon, he would have been able to use this chunk of language correctly. The *take/have* is not so important in this example, as several other verbs could be used; it's the grammatical element *quick* that's the issue.

To express the meaning of his action, it needs to be (for no understandable reason!) *quick* and not *fast*.

The point of this is that this combination of a grammatical element - *quick*- and the vocabulary element - *shower*- is what a native speaker stores in her mental lexicon and draws on it as needed.

The specific meaning of this shower activity can only be grasped from this chunk of combined grammar and vocabulary elements.

So, from this we see that grammar and vocabulary are interdependent. They combine to make chunks of language which we store in combinations in our mental lexicon and which we withdraw and use in specific contexts.

This suggests that vocabulary and grammar should be learned together and not in isolation.

When you come across a new word 'choice' with your class, you should instinctively consider what else your students need at that time to help them with usage, meaning, functions etc., e.g. *to make a choice, to choose, he chose* and so on, depending on the level of your learners.

Also, it is better if grammar is noticed and learned from meaning-focused input and not taught in isolation. Meaningful communication leads us into a focus on grammar.

Vocabulary and grammar are difficult to divide into two separate distinct areas because lexical choice is always dependent on grammar.

Having said that, and as mentioned before, we are going to split them later into two categories in later Modules, just to make them a bit easier to handle.

### **Phonological items:**

These are items which introduce new sounds, where stress and intonation are used. These items need to be introduced in small parts.

### **Summary:**

- Break large items of grammar, vocabulary and phonology into small parts when teaching new concepts.

**Introducing a new item:**

One of the most straightforward ways to introduce a new item of Grammar, Lexis or Phonology is to use the **Presentation-Practice-Production Technique (PPP)**.

This means a teacher will present a new item and then the students will practise how to use this small item using activities. We will show you how to use the PPP technique in later Modules.

**Summary:**

- Present a new item and allow students to practise the new item with some activities.

**Presenting a new structural item:**

When a teacher presents a new structural item she needs to be able to show how it's constructed (form), what it means and how it sounds. She will do this by modelling a new structure by using her voice, body language, gestures and the board, to show intonation and stress.

She will then try to get the learners to reproduce the new structure. One of the ways this can be achieved is by drilling, which is repeating the structure after she models it.

At the same time she must add context to give the structure meaning. Adding context means using appropriate and recognised scenarios to help illustrate meaning for your learners. We will show you how to present excellent lessons in the later Modules.

**Drilling:**

Drilling is a form of repetition, getting students to repeat after you. Drilling comes from the behaviourist theorists of the 1950's who concluded that habit forming was a good way to learn a new language.

**Summary:**

- Model structural form so that students can reproduce it and add context.

**Practice:**

The Practice part of a lesson will contain an activity which allows learners to practise a new item in a controlled way.

**Production:**

The Production part of a lesson will allow learners to complete an activity in a freer way, allowing them to be more creative compared to a controlled practice activity.

**Summary**

- Break large items of grammar, vocabulary and phonology into small parts when teaching new concepts.
- Present a new item and allow students to practise the new item.
- Model structural form so that students can reproduce it and add context.
- Allow your learners to practise a new item with activities

## Unit 7: A few Teaching Techniques

There are a number of ways that new language and structure can be introduced into a lesson.

TEFL Fullcircle recommends using the Present-Practice-Production (PPP) technique. This technique is a fine structure to follow as it allows for the presentation of new material and gives students a chance to try out the skills they have learnt in a controlled way and also in a more creative way.

### **Presentation-Practice-Production (PPP)**

Presentation: (teacher to student) this gives you an opportunity to present new material to the class using a variety of skills.

Practice: (student) students are given the chance to practise new material in a controlled environment.

Production: (student) students are given a chance to be more creative with the new language.

As you get to know your students' ability, there will be chance to try out some of the other techniques available. Some of the other techniques are as follows:

### **Task Based Learning:**

The focus of this technique is completion of a task by students and assistance by the teacher while students are working on a task.

### **Text Based Learning:**

This type of technique is simply using a textbook to guide learning. Most of the time students will follow a course book. It's critical that you augment the book with some of your own activities.

### **Teacher as a Facilitator:**

In this technique the teacher will set a number of activities and guide students to find the correct information. Often you can use this technique with research work on the Internet.

### **Test-Teach-Test:**

This technique is often very useful when you first meet a group of students. You will begin by giving students a test, then assess their performance and then teach items based on their performance. This will be followed by a test again to assess their understanding of the item.

Please look at some information on the Web and try to list the advantages and disadvantages of each of the techniques.

You can find the links at the end of this Module in Suggested Reading.

## Unit 8: The Importance of a Learners Background

There are approximately 7 billion people on the planet today and there are 7 billion different ways of looking at the world.

As a teacher, you will come from an English-speaking country or will have learned English through education opportunities. It's crucial that when you visit and teach in a new country you try to connect with your new environment and culture so that you can gain a deeper understanding of a learner's background.

It's vital to respect cultures and make an effort to understand how different and sometimes similar people live their lives: they will be the people who are sitting in front of you. The ability to experience a new culture is an extremely positive one and will stay with you for a long time.

TEFL Fullcircle would like you and your students to build these positive experiences together and remember them wherever or whatever you might be doing in the future.

Therefore, it's crucial to understand a learner's background from the point of view of the following: age, gender, religion, level, and socio-economic background. It's critical to understand all these factors so that you can add context and meaning to your lessons.



### **Age:**

Most of you will experience teaching young learners, teenagers or adults or all of them. Each age group you teach will require you to change your teaching style to meet the needs of these learners.

### **Gender:**

Most of the classes you teach will be mixed gender apart from the Middle Eastern Countries and other Islamic areas of the world. There you might be teaching all male or all female classes and you will have to change your teaching style to meet the needs of these learners.

### **Religion:**

Wherever you are teaching, you will have to respect local customs and cultures. Some religions will not allow you to discuss certain topics or show certain images. It's better to check with a local colleague if you are unsure.

### Level:

Many of you will teach a range of different levels of ability. Most of the time, you will have mixed ability classes and will have to differentiate lessons to meet the needs of weaker students and gifted students.

One of the best and most natural ways to deal with this is to pair stronger students with weaker students. This will allow weaker students to access material and get a better understanding of context. We will discuss this form of scaffolding in a later Module.

It's very important that you know and understand the different levels of ability.

Here's everything you need to know:

### Levels of Competence in English

- Different terminology is used in EFL when describing a student's proficiency/competency in language as compared to, for example, mainstream English classes in the UK or the USA.
- As you'll already know, measuring a student's proficiency in language is not an exact science.
- No universal system of rating exists.
- The Common European Framework of Reference for Languages (CEF or CEFR) is our best guide.
- Some organisations adapt the CEF levels to suit their particular levels.

Fortunately for you, nearly all coursebooks will identify which level the materials are intended for and schools will have similar class labelling to indicate what level the students are studying. So, there's no need to worry!

### The Common European Framework of Reference for Languages (CEF)

The Common European Framework of Reference for Languages (CEF) is a standard, international scale of levels for language learning. It has 6 levels in ascending order from A1 to C2.

Language testers and examination boards are increasingly using the CEF as their scale of levels, though many give each level their own name.

The table shows the 3 bands (A-C) and the 6 levels of the CEF within these 3 bands. It also describes (descriptors) which represent what a student should be able to do at each level.

Study this well. It's not difficult. It's an excellent guide, an aide-memoire, which will keep you on track when you start on your EFL journey.

### CEF Bands and Level Descriptors

Band	Level Descriptors
C2	<p><b>Advanced Level: English for Special or Academic Purpose</b></p> <p>Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and</p>



	accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.
<b>C1</b>	<p><b>Advanced Level</b></p> <p>Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.</p>
<b>B2</b>	<p><b>High Intermediate Level</b></p> <p>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>
<b>B1</b>	<p><b>Intermediate Level</b></p> <p>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes &amp; ambitions and briefly give reasons and explanations for opinions and plans.</p>
<b>A2</b>	<p><b>Pre-Intermediate Level</b></p> <p>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>
<b>A1</b>	<p><b>Beginner/Elementary Level</b></p> <p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>

However, in our experience, the most frequently used labels for the different levels, both for the learner and coursebook, are (in ascending learning level from Beginner):

- Advanced

- Post-intermediate
- Intermediate
- Pre-intermediate
- Elementary
- Beginner

Get to grips with this labelling structure too. Note that under this structure, there is an additional level for Elementary and a different heading of Post-intermediate compared to Higher Intermediate on the CEF levels.

The two different structures have much the same descriptor content - it's just that they have been moved around a bit.

So, a few tweaks may have to be made. However, as we have said, nearly all course books will identify which level the materials are intended for and schools will have similar class labelling to indicate what level the students are studying. Remember! Don't worry about this.

Just for interest, and to see a different approach to bands and descriptors, you could also research the American Council for the Teaching of Foreign Languages (ACTFL) performance descriptors for language learners at <http://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners>.

Remember! Fairly quickly, you will be able to determine what language items should be presented to your class, and in what order. Until that time you would be best advised to use the grading of items provided by the class course book as a guide to the language that you should be presenting.

In Module 6, we'll give you lots of guidance as to what you could cover at the different levels.

### **Absolute beginners and false beginners**

Note that at the beginner level, a distinction is often made between teaching false beginners and absolute beginners.

- False beginners are those students who have perhaps had a little English learning, or who have picked up English more informally and inconsistently, perhaps through travelling.
- False beginners may give the appearance of knowing some English, which initially makes them easier to teach. However, their superficial knowledge can present some teaching challenges, as these learners may have developed early bad errors/habits.

Their classroom motivation may also be affected, as they may think that they already know the material just because they recognise it. Look out for false beginners.

- Conversely, absolute beginners have a high intrinsic motivation from day 1 and will catch up to the false beginner learner very quickly.
- Look out for false beginners.

### **Socio-Economic Background**

Many of you will have a chance to teach to a range of students from different socio-economic backgrounds. This range will include learners from economically poorer countries, which have few teaching resources, to economically wealthy nations.

Each different group will require you to tailor-make your lessons to meet the needs of these learners.



Before we continue it's important to stress the importance of adding context to your lessons. Using relevant material in your lessons that your students can relate to will impact on the success of your lesson.

## Unit 9: The Importance of Learners Motivations

### Why do people want to learn English?

TEFL Fullcircle believes that an individual's best chance of improving their life is through education and gaining better skills. By learning English, people can change their lives for the better. Ultimately, it will reduce inequality.

Individuals in many countries are motivated to learn English for a number of different reasons:

**Integrative Motivation:** to enable an individual to integrate into society where English is spoken.

**Instrumental Motivation:** learning English will help a person improve their work and study opportunities.

**Extrinsic Motivation:** many individuals find that it is mandatory in schools and universities to speak and learn English.

**Intrinsic Motivation:** individuals want to learn English for its own sake. TEFL Fullcircle would like you to be able to make your students lifelong learners and continue with their studies.

In summary, TEFL Fullcircle would like you to help your learners become intrinsically motivated and help them become lifelong learners. This course will help you achieve this.

Also, it's important for you to consider:

- 1.The Key Elements of Motivation, in General
- 2.The Characteristics of Learner Motivation
- 3.The Relationship between Motivation and Language Learning
- 4.How the Teacher Can Influence and Drive Learner Motivation

Let's examine these four key areas.

### The Key Elements of Motivation, in General

Here are some key elements of motivation, drawn from our experience:

#### 1. You need to be motivated to motivate them:

As teachers, we ourselves have to be motivated before we can motivate our students. Don't expect your students to be motivated if you are not. There may be times when you feel lacking in vitality or conviction and find it difficult to overcome a temporary lacklustre feeling.

Tough though this is, you will need to get out of it or your students will quickly become deflated.

#### 2. Everyone can be motivated in some way or another:

There may be the odd student who appears to be demotivated. There may be many reasons for this - perhaps there are cultural considerations, e.g. he doesn't like a teacher taking up his learning time when she gets the students involved in so many fun activities.

Or he may be finding the work too hard. Or, perhaps, he's not convinced by the whole communicative approach.

Therefore, you need to find out as much as possible about your students from day 1. What are their likes and dislikes? How have they previously been taught? Did they communicate with the teacher during the lesson or were the lessons wholly teacher-centred?

And if you can't identify a reason for the drop in drive, make up some reason for meeting with the student for a few minutes after class (away from his classmates) to try and identify the reason for the drop in motivation.

It's amazing how a little chat can help. Once you trace the reason why, you can work out ways to help build up his motivation.

### 3. Motivation should be multi-directional:

When you take up your teaching role, remember that motivation should be multi-directional. Don't just think that your role is only to motivate students.

You can also help to motivate a colleague when he is feeling down. You will reap rewards from this in the future, when she will help you when you are a bit lacklustre.

### 4. Motivation doesn't last:

You need to keep at it all of the time. It's a strenuous activity but it's also rewarding. You cannot give up when you, your students or any of your peers are feeling down. Dig into your reserves and help as much as you can.

**Remember this! The whole person comes to school, be it students or teachers.** They come with all their personal baggage, e.g. worrying about a sick parent, or upset due to a breakdown in some personal relationship. So the motivated person yesterday may not be the motivated person today. Help and show empathy wherever you can.

## The Characteristics of Learner Motivation

Before we tell you our thoughts, what do you think are the characteristics of learner motivation? Think of motivated students you have observed in the past. You may have thought: *She's always on the go, wanting to learn. How does she do it?* What traits and qualities did she have?

Or, perhaps, you have always been a motivated student. What traits and qualities do you have in relation to learner motivation? Reflect on this, jot down your ideas in bullet points and then check out what we think below.

Here's what we think, based on our lengthy experience. It's not a definitive list but we believe it contains the key characteristics of learner motivation. Add in any other points which you feel are important to our list below.

The **motivated student** will typically display most or all of the following characteristics:

1. The student is willing to tackle tasks and challenges, and has confidence in her success.
2. The student finds it important to succeed in learning in order to maintain and promote her own positive self-image.
3. The student has a need to achieve, to overcome difficulties and succeed in what he sets out to do.
4. The student is ambitious, goes for demanding challenges, high proficiency, and top grades.
5. The student is very aware of the goals of learning, or of specific learning activities, and directs his efforts towards achieving them.
6. The student consistently invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress.

7. The student is not bothered or frustrated by situations involving a temporary lack of understanding or confusion; she can live with these patiently, confident that understanding will come later.

### **Relationship between Motivation and Language Learning**

As research has shown, and as your own personal learning and any teaching experiences probably confirm, motivation is very strongly related to achievement in language learning.

As a teacher, you will be in the position to strongly influence your students' motivation to learn their new language.

To this end, you will need to ensure that:

- your lessons have clear goals
- all the learning and teaching is set in a meaningful context
- all your activities are varied and personalised for students
- you give feedback and assess on an ongoing basis

By doing so, you will be able to foster, stimulate, or even rekindle your students' motivation to learn.

If **you** are able to accomplish all of this, learning will happen regardless of whether your students' motivation is extrinsic or intrinsic.

There's little doubt about it.

### **How the Teacher Can Influence and Drive Learner Motivation**

Here are some practical ways in which you as teacher can influence and drive motivation:

#### **1. Make them aware of their own success:**

A very simple yet effective way a teacher can motivate her students is to make sure that students are aware of their own success. This message can be conveyed by a nod, a tick, or a smile.

But a sense of pride and satisfaction may, of course, be enhanced by explicit praise or approval, or by a comment in the student's answer book.

#### **2. Set clear goals:**

Students should be aware of the objectives of the task - both language-learning and content. Tell them. For example, a guessing-game may have the language-learning goal of practising questions, and the content goal of guessing answers.

We've mentioned before that some students, particularly adult students, may not want too many fun activities. If you tell them the purpose of the game before you start, then they will be more accepting of the fun element.

#### **3. Explain purpose and usefulness:**

It may seem obvious, but students sometimes need to know why they have to learn something. For example, students may wonder why they have to learn prepositions.

If you explain to them that preposition errors are the most common form of mistake in student writing, your students may be more motivated to pay closer attention to the material.

At the very least, they won't think that they are wasting their time learning something they think they don't need.

If only our algebra teachers had followed this guideline, we may have grown to understand and like the subject!

#### **4. Vary classroom topics and tasks:**

Topics and tasks should be selected carefully to be as interesting as possible.

However, there are very few single types of activities that interest everyone, so you should use a wide range of different ones over time. Even within a lesson, we can organise a series of tasks that have students doing different things to keep them engaged.

For example, you can get your students to listen to a dialogue about 'School Routines'; then have them complete a worksheet; then get them to compare their answers with a partner; then have students partner up to create an original dialogue on the same topic. Variety is a major key to success.

#### **5. Employ visuals:**

It is important for students to have something to look at that is eye-catching and relevant to the task at hand. We'll discuss this later, particularly when we discuss learning styles.

#### **6. Generate tension and challenge:**

Game-like activities provide pleasurable tension and challenge through the process of attaining some 'fun' goal while limited by rules. The introduction of such rules (an arbitrary time limit, for example) can add excitement to almost any goal-oriented task.

#### **7. Create a fun atmosphere:**

Entertainment produces enjoyment, which in its turn adds motivation.

Entertainment can be teacher-produced, such as jokes, stories, songs, or even dramatic presentations. It can be in recorded format, such as movies, video clips, or television documentaries. Other activities such as a role play and simulations that use the imagination and put students in other situations can be very motivating.

It is important to note, however, that some people are inhibited and may find such activities intimidating at first. As such, you especially want to try to avoid running students up to the front of the class to 'perform' spontaneously.

#### **8. Personalise learning:**

Students are more likely to be interested in tasks that have to do with themselves or their interests. For example, getting students to use their own or each other's opinions, tastes, experiences, and suggestions as material can be very motivating since they're relating the learning material to their own life experience and context.

We have taught boys-only classes in the Far East where the English Premier League was king, as was David Beckham at the time. Every single boy in the class was mad on football and anything to do with football, e.g. magazines, strips etc.

There was no need to motivate them when a lesson was built round, for example, 'What are the 3 questions you would ask David Beckham if you met him.' OR 'Draw your own football strip and tell your group why you chose the colours and the shape of the badge'.

#### **9. Create open-ended exercises:**

A cue which invites a number of possible responses is usually much more stimulating than one with only one right answer. If you do this, the students' contributions become more unpredictable. They are also more likely to be interesting, original, or even humorous. For example, '*If I won 100,000 yuan, I would.....*'

**10. Give students a sense of autonomy:**

An example of this would be to have students pick from a list of topics to debate. Or you can have students find partners with whom they would like to team up with to take part in a specific activity or game.

**11. Assess students:**

Whether or not a student admits it, regular assessment is a very powerful motivator. The motivating power of tests, in particular, appears clear: students who know they are going to be tested on specific material next week will normally be more motivated to study it carefully than if they had simply been told to learn it.

Assessment is a very useful and needed incentive, provided there is not too much stress attached, and provided it is not overused or given without purpose.

We'll study assessment in Module 14. It is interesting!

## Unit 10: Motivation Activity

Answer the following questions. We suggest that you write between 50 and 100 words or more! This does not have to be submitted.

1. List reasons why individuals want to learn new languages. Please give examples from some of the countries you would like to teach in. For example, why do certain individuals in Thailand want to learn English?
2. Use the previous example and add the individual's motivations for learning English: integrative, instrumental, extrinsic or intrinsic.
3. Why is motivation so crucial for the language learner?
4. How can you make a learner a lifelong learner and be motivated to continue his studies throughout their lives?
5. Please decide how you think you personally could make a difference to the students in your classroom of the future, and how it will help them change their lives.

**Take the Quiz: Learner's Motivation**



## Unit 11: A Learners Level and Literacy

You will teach a broad spectrum of students as you work in different places around the world. The literacy and levels of your students will vary and in many situations you will have mixed ability students in your class.

It's important that you know the levels of your students so that you can design the right lesson for them.

We will consider the levels of different students starting in Module 6: Planning.



# Unit 12: Discover the Role and Responsibilities of a TEFL Teacher

## The Role of a Teacher

A teacher has many roles inside and outside the classroom.

### Roles:

#### Controller:

TEFL Fullcircle will teach you how to control your classroom using a number of techniques like humour, games and positive language.

#### Assessor:

A teacher will be able to assess students and offer appropriate feedback so that learners can develop. We will explore assessment in more detail in Module 14.

#### Resource:

A teacher will have a number of different resources to use.

#### Coach:

A teacher has to motivate students when they need help.

#### Tutor:

A teacher will act as a tutor for her students, sometimes offering personalised feedback and learning strategies. Often a teacher will talk to parents about a student's progress.

#### Organiser:

It's critical that learners become lifelong learners and teachers can teach cognitive skills of how to learn, organise themselves and set goals.

#### Facilitator:

A teacher, particularly in ESL, needs to stay in the background and facilitate learning, guiding students through the learning process.

#### Counsellor:

A teacher needs to create an environment of trust and offer advice when asked.

### Responsibilities:

#### Fun and enthusiastic:

Make your lessons as fun as possible and be enthusiastic. This engages students. An engaged student will learn more.

#### Use as much positive language as possible.

#### Speak clearly:

It's crucial to speak clearly, with the right tone and with the right stress and intonation.

**Show authentic interest in your students.**

**Keep smiling.**

**Create a safe and trusting environment in your classroom.**

**Make sure your classrooms are bright and friendly places.**

**Let your natural personality show in the classroom.**

## Unit 13: How to become an Outstanding Teacher

The TEFL Fullcircle Course believes that an outstanding teacher should have the following knowledge, attitudes, skills and habits:

### **Must adhere to a Code of Practice for Teachers at all times**

You'll find on your travels that many schools and organisations do not have a Code of Practice that you are asked to follow. Don't worry about this - it's just the way things are. It doesn't stop you from following YOUR Code of Practice.

So, where do you get this? Don't worry; we have one already made up for you.

YOUR Code of Practice has been developed by ACCREDITAT who are our accrediting body. They developed it for EFL teachers.

It's based on their lengthy experience and the experience of EFL teachers.

Here it is:

### **ACCREDITAT Code of Practice for Teachers**

At the heart of the ACCREDITAT Code of Practice for Teachers is:

- ▶ a conviction that excellence is achieved via competence
- ▶ a belief in the worth, individuality and dignity of each person
- ▶ a commitment to truth, excellence and democratic principles
- ▶ an allegiance to freedom to learn and teach
- ▶ a dedication to the principle of equal opportunity for all

Members of the EFL teaching profession are committed to demonstrating the following values and ideals which underpin the profession:

### **Honesty and Integrity**

- ▶ creating and maintaining appropriate professional relationships in the classroom, school and workplace
- ▶ acting with impartiality, truthfulness and honesty
- ▶ displaying consistently high standards of personal and professional behaviour
- ▶ refraining from disclosing information about colleagues in the course of professional service unless disclosure serves a compelling professional purpose or is required by law
- ▶ refraining from any abuse of a position of authority or relationships with students or colleagues for financial, political or personal gain
- ▶ acting according to the law

### **Dignity and Diversity**

- ▶ valuing diversity and treating students and colleagues equitably and fairly and with care and compassion while respecting the uniqueness of family and socio-economic backgrounds, cultures,

races, religions and beliefs

- ▶ valuing the learning needs, effort, and potential, and acknowledging the uniqueness, of each student
- ▶ improving the wellbeing and progress of those students with special needs
- ▶ fostering the valuing of diversity and encouraging the development of international, multicultural, gender, and indigenous and other perspectives
- ▶ allowing, reasonably, the students' access to varying points of view

### **Respect and Trust**

- ▶ acknowledging that relationships with students must be based on mutual respect, trust and confidentiality of personal information, unless disclosure of any information serves a compelling professional purpose or is required by law
- ▶ acknowledging the contribution that mutual respect, trust and confidentiality make to students' wellbeing and learning
- ▶ acknowledging the desires and hopes of the students and their employers
- ▶ acting with educational colleagues and the wider community in ways which enhance the profession
- ▶ acknowledging the status, responsibilities and authority of colleagues
- ▶ remaining open to constructive criticism from peers and showing respect and consideration for different viewpoints

### **Responsibility and Accountability**

- ▶ giving priority to the education and welfare of all students in our care
- ▶ guiding and encouraging students to achieve their potential, ensuring all students have an equal opportunity to achieve their potential
- ▶ creating interactive learning environments, rather than environments in which the students are merely passive recipients of information
- ▶ regarding themselves as learners and engaging in continuous professional development, and improving teaching and learning strategies for themselves and colleagues
- ▶ working collaboratively, cooperatively and enthusiastically with colleagues and other educational bodies in the best interests of the education and welfare of the students
- ▶ taking precautions to distinguish between their personal views and others' views
- ▶ promoting the ongoing development of teaching as a profession
- ▶ upholding school and workplace policies, procedures and practices
- ▶ modelling the behaviour, attitudes and positive values which are widely accepted in society and encouraging students to apply them and critically appreciate their significance

### **Care and Protection**

- ▶ having empathy and respect for, and rapport with, students and their employers, colleagues and communities

- ▶ committing to students' wellbeing and learning through the practice of positive influence, professional judgement and empathy in practice
- ▶ adhering to the school's student protection policies and procedures
- ▶ making reasonable effort to protect the student from conditions harmful to learning or to health and safety
- ▶ refraining from any racial, gender, political, verbal, physical or emotional abuse, embarrassment or harassment
- ▶ being generous with praise and giving positive inputs and feedback

### **Fairness and Justice**

- ▶ being fair and reasonable at all times
- ▶ being committed to the wellbeing of individuals and the community and to the common good
- ▶ resolving competing claims or problems arising from different ethical principles and different interest groups through reflective professional discussion

Print this off and keep it with you at all times. Reflect on it frequently. It will serve you well.



**Calmness:** a teacher must stay calm at all times.

**Personality:** a teacher has a positive and friendly attitude to life.

**Knowledge:** an outstanding teacher has an outstanding knowledge of their subject.

**Good organisation:** an outstanding teacher needs to be well organised.

**Sense of humour:** it's important to laugh and have fun.

**Creativity and imagination:** some of the best teachers offer a creative way to teach.

**Resourcefulness:** an outstanding teacher can make the most of what they have in terms of resources like books, boards and classrooms.

**Adaptable:** there is no perfect situation in teaching and often an outstanding teacher has the ability to adapt dynamically to circumstances.

**Outgoing:** an outstanding teacher is an outgoing person who doesn't mind laughing at herself and looking a little bit silly. It's good to take a risk sometimes. I remember doing head, shoulders, knees and toes in front of 100 Korean parents. I felt nervous at first but felt great afterwards.

**Reflective:** we would like you to be a reflective teacher and be able to ask yourself and your students and peers, 'What went well?' We will cover this in Module 17.

**Collaboration:** an excellent teacher will share ideas with colleagues and students. We will look at some collaborative techniques in Module 4.

**Innovation:** Don't be afraid of trying something new. Try Karaoke or a game outside. It's these lessons the students remember!

**Technology:** at the moment the Internet holds a wealth of information to help both students and teachers. In Module 15 we will examine the importance of technology.

There are many qualities which make an excellent teacher. For me, an excellent teacher is a person who is friendly and authentic and who can be creative when explaining something to a student. A person who can think quickly and explain a concept to any type of learner is an outstanding teacher.

An outstanding teacher is also a person who motivates a student to become an independent lifelong learner who can adapt to our dynamic world.

All of you can be outstanding teachers.